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#1

"Bates College"
in Maine

X-LD331
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*Enduring Strength
and Scholarship*

CHARLES FRANKLIN PHILLIPS, Ph.D., LL.D.



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10.280



THE WILLIAM J. AND FRANCIS S.
HUTCHINS LIBRARY
BEREA COLLEGE



X-60391.8
#2

Cornell University.

EXAMINATION QUESTIONS IN RHETORIC.

FRESHMAN YEAR, 1877-2.

FALL TRIMESTER.

II.

1. State some of the causes of Ambiguity.
2. What must be avoided in order to secure the Harmony or Melody of the Sentence?
3. Define Pleonasm.
4. State what is meant by Ellipsis.
5. What is a Compound Sentence? Give an example.
6. Write two Simple Sentences and combine them into a Complex Sentence.
7. Answer the question: What is the Trial by Jury, in a compound sentence.
8. How can a sentence be expanded without changing the meaning?
9. State what is faulty in the following sentences, and construct and arrange them in the best manner:
 - (A.) By the bar, Mr. Cushing—who was, perhaps, as able an Attorney-General as the United States has had—is esteemed as among the half-dozen lawyers of the country.
 - (B.) He keeps up a confident demeanor yet, and says, whatever he thinks, that he shall come out all right.
10. Transpose the following metrical passage into a good prose sentence:

“God therefore cannot hurt ye, and be just;
Not just, not God; not feared then, nor obey'd:
Your fear itself of death removes the fear.”

Cornell University.

EXAMINATION QUESTIONS IN RHETORIC.

FRESHMAN YEAR, 1871-2.

FALL TRIMESTER.

III.

1. What gradation of principles is to be observed in the construction of the sentence?

2. How can the vivacity of the sentence be increased?

3. Define Redundancy.

4. State what is meant by the Loose Sentence.

5. Mention five ways of varying the Construction of a sentence.

6. What are the four kinds of Co-ordination?

7. Answer the question; What is a desert, in a Complex sentence.

8. How can a sentence be contracted?

9. State what is faulty in the following sentences, and construct and arrange them in the best manner:

(A.) Where they cannot only help the home, but themselves too.

(B.) He spent his young life in such devotion to his studies, with both heart and soul, that, had he not met with such success, it would have been remarkable.

10. Transpose the following metrical passage into a good prose sentence:

"Had unambitious mortals minded nought
But in loose joy their time to wear away,
Rude nature's state had been our state to-day."

48 XLD1357
-5 45

Cornell University.

EXAMINATION QUESTIONS IN RHETORIC.

FRESHMAN YEAR, 1871-2.

FALL TRIMESTER.

IV.

1. What are the rules for attaining Clearness?
2. Define Tautology.
3. How can Brevity be secured?
4. State what is meant by the Periodic Sentence.
5. State the difference between a Phrase and a Clause.
6. Answer the question: What is a desert? in a simple sentence.
7. What are the proper connecting particles to introduce phrases?
8. What is the Fundamental Law of every sentence?
9. State what is faulty in the following sentences, and construct and arrange them in the best manner:
 - (A.) They were refused entrance into, and forcibly driven from the house.
 - (B.) Surely no effort can be made which will not be fully compensated by the possession of a power, which will transform the dreamer into a benefactor.
10. Transpose the following metrical passage into a good prose sentence:

"Sounds inharmonious in themselves, and harsh,
Yet heard in scenes where peace forever reigns,
And only there, please highly for their sake."

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X-LD1357

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#6

Cornell University.

RHETORIC.

FRESHMAN CLASS, SPRING TRIMESTER, JUNE

18, 1872.

1. What are the characteristics of Poetic Diction?
2. What are the three kinds of Composition?
3. Give a general outline of a Narrative Theme; of a Descriptive Theme.
4. When is a Composition well constructed?
5. State the four leading classes of Attributes composing any Theme.
6. Why is the English language classified as belonging to the Indo-European family?
7. What different linguistic elements in the English language? In what proportion?
8. What traces remain in the language, of the Roman and Danish invasions?

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#7

Cornell University.

RHETORIC.

SENIOR CLASS, SPRING TRIMESTER 1872.

1. In Elocution, what special ends are to be regarded?
2. The comparative advantages of Written and Extemporaneous Discourse.
3. The natural manner; what is meant by it, and how to be developed?
4. The acquired qualities of an Extemporaneous speaker.
5. The study of languages as a means of acquiring facility and aptness of Expression.
6. What is included under Utterance?
7. Oratorical action—what is meant by it, and how to be cultivated?
8. The Preparation of the Plan of Discourse.
9. The three Processes in the formation of the leading or central Idea.
10. The Exordium and the Peroration.

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XLD1357
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#8

Cornell University.

ENTRANCE EXAMINATION IN GRAMMAR,

TUESDAY, SEPTEMBER 10, 1872.

1. State the different ways of forming the plural of nouns, with examples.
2. Specify some nouns that have plural forms of different meaning.
3. Decline some compound personal pronoun.
4. How are tenses formed?
5. Give examples of correlative conjunctions.
6. Why cannot an adjective be the subject of a sentence?
7. What is essential to a complete sentence?
8. In what grammatical relation do interjections stand to the rest of the sentence?
9. Write down the plurals of sheaf, chimney, duty, echo, dray, army, loaf, grove, stuff, staff, puff, scarf, speech, pony, hoof, box, tooth, colloquy, thief, goose, deer, brother.
10. In spelling, what does a double consonant usually show?
11. Supply relative pronouns in these sentences:—Which was the road you took? He is not the man I expected. Have you received the money I sent you? Be reconciled with the man you offended.

25

X-LD1357

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#9

EXAMINATION IN LITERATURE.

FOURTH YEAR, FALL TERM, 1872-3.

1. What are the fine arts?
2. In what respects is poetry a fine art?
3. To which of the fine arts does lyric poetry correspond? Epic? Dramatic?
4. What is the antithesis of poetry?
5. What end does art have in view?
6. How is æsthetic pleasure distinguished from all other kinds?
7. What are the characteristics of all art?
8. What is meant by calling lyric poetry subjective, and epic, objective?

45

XLD 357

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#10

The Cornell University.

EXAMINATION IN RHETORIC.

WINTER TERM, FIRST YEAR, MARCH 18, 1873.

1. Make a Simple Paraphrase of the following :

Our lives' sweetness !

That with the pain of death we'd hourly die,
Rather than die at once !

2. Make an Expanded Paraphrase of the following :

Our doubts are traitors,

And make us lose the good we oft might win,
By fearing to attempt.

3. What is the simplest, and the highest, form of
Narration ?

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X-LD1357

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#11

SYNOPSIS OF

Lectures on Zoology,

DELIVERED BY

Professor CH. FRED. HARTT, A. M.

IN THE

Cornell University,

During the Winter Trimester, 1872-73.

ITHACA:
AT THE UNIVERSITY PRESS.
1873.

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X-LD1357

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#12

The Cornell University.

EXAMINATION IN RHETORIC.

WINTER TERM, FIRST YEAR, MARCH 18, 1873.

1. Make a Simple Paraphrase of the following:

Our lives' sweetness!

That with the pain of death we'd hourly die,
Rather than die at once!

2. Make an Expanded Paraphrase of the following:

Our doubts are traitors,

And make us lose the good we oft might win,
By fearing to attempt.

3. What is the simplest, and the highest, form' of Narration?

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X-LD1357

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Cornell University.

EXAMINATION IN RHETORIC.

FIRST YEAR, FALL TERM.

1873-4.

Thursday, December 18.

1. What is essential to preserve Unity in a sentence?
2. In Construction and Arrangement what qualities are to be regarded?
3. In the Choice of word what qualities are to be regarded?
4. Why are Abstract and General terms less energetic than Concrete and Special?
5. What is meant by Accuracy of expression?
6. State several ways of varying sentences.
7. What is a Loose sentence? Give an example.
8. What is Pleonasm? When is Ellipsis allowable?
9. State and explain the qualities which the Paragraph should possess.

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X-LD1357

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#14

Cornell University.

RHETORIC.

PROFESSOR SHACKFORD.

FIRST YEAR, WINTER TERM, 1874.

SECOND SECTION.

1 Give an example of each degree of Personification.

2. Remark upon the figurative language in the following:

(a) By inducing the old leaven in his council to withdraw.—*Masson.*

(b) I have not accustomed myself to hang over the precipice of disunion, to see whether, with my short sight, I can fathom the depth of the abyss below.—*D. Webster.*

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#15

Cornell University.

RHETORIC.

PROFESSOR SHACKFORD.

FIRST YEAR, WINTER TERM, 1874.

1. Illustrate the metaphorical use of language by some words expressing mental and moral states.
2. Give some examples of the transference of symbols based upon one of the senses, to another.
3. Criticise the following similes:
 - (a) "This slow-revolving basin resembles nothing so much as some ancient palace-pavement, scratched and cracked by the butts of legionary spears, and the gold-stiffened hems of the garments of kings."
 - (b) "We strike out truth by the confrontation of

39

X-LD1357

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#16

Cornell University.

RHETORIC.

FOURTH YEAR, FALL TERM.

1873-4.

1. What different meanings have been given to Rhetoric?
2. What is the relation of Rhetoric to Logic? to Aesthetics? to Ethics?
3. Under what two heads may all arguments be classed?
4. What test determines the class of any argument?
5. When is an argument conclusive?
- ✓ 6. What is Aristotle's paradox in regard to Probabilities?
7. In what sense is *a priori* often used?
8. What is *a priori* reasoning?
9. What is *a posteriori* reasoning?
10. What is a "Sign"?
11. Analyze the argument from Sign, and give an example.
12. When can we argue both from cause to effect, and from effect to cause?
13. What confusion arises in the use of the words "cause" and "reason"?
- ✓ 14. In what different senses is "why" used?
15. What is meant by Probable Reasoning?
16. State the argument from Testimony in the form of a Syllogism.
17. What weight is to be attached to Negative Testimony?
18. Wherein consists the force of Concurrent Testimony?
19. Exemplify the force of Concurrent Testimony as extended to other kinds of argument.

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#17

Cornell University.

LITERATURE.

PROFESSOR SHACKFORD.

FOURTH YEAR, WINTER TERM.

1874.

1. State the principal Historical Art-Epics, and their authors; and mention any salient points in regard to their position in a philosophical view of Literature.
2. From what sources was the chivalric poetry of the Middle Ages derived?
3. Give a concise statement of the growth of the Heroic Poem, as seen in the Nibelungenlied and the Edda.
4. Mention some examples of the Romantic Epic.

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X-LD 1357

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#18

LITERATURE.

FOURTH YEAR, FALL TERM.

1873-4.

1. The Law of Evolution in Literature.
2. This Law as unfolded in Greece and Rome.
3. The sphere of Literature as including all that communicates *Power*.
4. Matthew Arnold's view of Literary Criticism.
5. In what respect Literature is first Objective, then Subjective, and finally a Synthesis of both.
6. The modern Historical method, and the old Abstract method of studying Literature.
7. Sainte Beuve's Pantheon of great writers.
8. Language as a Fine Art.
9. The changes in Language according to Aesthetic laws.
10. The Figurative element in Philosophic terms.
11. Poetry as a Fine Art.
12. The true Antithesis to Poetry.
13. The distinguishing Characteristics of Poetry.
14. The Pleasures of Art as different in kind from all others.
15. Plato's idea of the origin of Beauty.
16. The Classical and the Romantic in Literature.
17. A Definition of Poetry.
18. The language of Science and Poetry.
19. The methods of Idealizing in Poetry.
20. Rhythm as depending on Quantity and on Stress.

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X-LD1357

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#19

The Cornell University.

EXAMINATION IN
SHAKESPEARE'S *MACBETH*.

SENIOR CLASS, MARCH 17, 1873.

1. How does the opening of *Macbeth* contrast with that of *Hamlet* in movement, tone, general effect, and diction?
2. In what respects does this drama vary from the *Chronicle*?
3. What part does the Supernatural play?
4. Give some examples of the suggestive character of this drama.

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X-LD, 357

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#20

EXAMINATION IN ANCIENT ORATORY.

FOURTH YEAR, SPRING TERM, 1873.

1. The words *orator* and *oration* in their ancient and their modern sense.
2. The reasons given by Cicero for the small number of good speakers.
3. The circumstances favorable to oratory in ancient times.
4. The constitution of the Athenian Ecclesia.
5. The Athenian *demos* as represented by Aristophanes.
6. The study of oratory in its widest signification.
7. The formation of a prose style among the Greeks.
8. The speeches attributed to Pericles in Thucydides.
9. The function and character of the Athenian orator.
10. The influence of the Sicilian rhetoricians.

THE CORNELL UNIVERSITY.

EXAMINATION IN GRAMMAR.

SEPTEMBER 8, 1873.

[N. B.—(1). Write out the answers in complete sentences. (2). Be careful in regard to spelling and punctuation. (3). Write legibly and without abbreviations. (4). Write at the top of the first page your name, age, and place of education.]

1. Write out five transitive and five intransitive verbs.
2. Express the sense of the following sentences, using the active voice of the same verbs: (a) He was surprised by the officer. (b) Thou wilt be followed by praise. (c) A task too great for their strength was undertaken by them.
3. What is meant by "comparison" in grammar?
4. What is a participle, and how does it differ from a gerund? Give an example.
5. What two meanings has *letter* in the singular number, and what three in the plural?
6. Explain what is meant by Proper, Common, Nu-

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X-LD1357

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#22

THE CORNELL UNIVERSITY:

EXAMINATION IN GRAMMAR.

SEPTEMBER 9, 1873.

[N. B.—(1). Write out the answers in complete sentences. (2). Be careful in regard to spelling and punctuation. (3). Write legibly and without abbreviations. (4). Write at the top of the first page your name, age, and place of education.]

1. In what mood is it impossible to make an assertion, and why?
2. Specify the different cases, and the relation which each case holds in a sentence.
3. State some of the anomalies in English orthography.
4. State the different ways of forming the plural number, with examples.
5. State the Subject, the Predicate, and its Complement in the following sentence, and point out the connecting link between the principal and subordinate clauses: When Fabrius Maximus was created Dictator, it was for the purpose of more effectually carry-

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X-LD/357

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#22

THE CORNELL UNIVERSITY.

EXAMINATION IN GRAMMAR.

SEPTEMBER 10, 1873.

[N. B.—(1). Write out the answers in complete sentences. (2). Be careful in regard to spelling and punctuation. (3). Write legibly and without abbreviations. (4). Write at the top of the first page your name, age, and place of education.]

1. Explain the use of the Verb, the Adjective, the Substantive, and the Adverb, in a sentence.

2. Point out the difference of meaning in the following sentences: (a) A statesman and orator spoke to-day. A statesman and an orator spoke to-day. (b) He had a taste of University life. He had a taste for University life. (c) Only I was there at the moment. I was there only for the moment.

3. Explain the use of the Objective case in each of the following expressions: (a) He lived ten years. (b) It was given him. (c) He studied the lesson. (d)

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X-LD 1357
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#24

THE CORNELL UNIVERSITY.

EXAMINATION IN GRAMMAR.

SEPTEMBER 10, 1873.

[N. B.—(1). Write out the answers in complete sentences. (2). Be careful in regard to spelling and punctuation. (3). Write legibly and without abbreviations. (4). Write at the top of the first page your name, age, and place of education.]

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3. Explain the use of the Objective case in each of the following expressions: (a) He lived ten years. (b) It was given him. (c) He studied the lesson. (d)

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X-LD1357

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#25

The Cornell University.

RHETORIC.

Freshman Class, Third Term, 1873.

1. What is the meaning of the term *Anglo-Saxon*?
2. Explain *by*, *wich* or *wick*, *son*, and *ulf*, in composition.
3. Why are more Anglo-Saxon words found in poetry than in prose?
4. What inflections are still retained in English?
5. What terminations of nouns are of Latin origin? Of Greek?
6. What sort of terms have come from the Latin through the French?
7. Explain *cam*, *lob*, *imp*, and *bug*.

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X-LD135-7

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H26

Cornell University,

EXAMINATION IN RHETORIC.

FIRST YEAR, FALL TERM.

1873-4.

Tuesday, December 16.

1. What is meant by the Unity of a sentence?
2. Where should limiting circumstances and modifying clauses be put? And why?
3. What forms of Construction and Arrangement conduce to Strength or Energy?
4. What is essential to Perspicuity?
5. What is the difference between General and Special terms?
6. What is meant by the "Law of good usage?"
7. What is a Periodic sentence? Give an example.
8. When are Synonymous expressions to be used?
9. State some of the ways of building up a Paragraph.

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X-LD1357

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A27

Cornell University.

EXAMINATION IN RHETORIC.

FIRST YEAR, FALL TERM.

1873-4.

Thursday, December 18.

1. What is essential to preserve Unity in a sentence?
2. In Construction and Arrangement what qualities are to be regarded?
3. In the Choice of word what qualities are to be regarded?
4. Why are Abstract and General terms less energetic than Concrete and Special?
5. What is meant by Accuracy of expression?
6. State several ways of varying sentences.
7. What is a Loose sentence? Give an example.
8. What is Pleonasm? When is Ellipsis allowable?
9. State and explain the qualities which the Paragraph should possess.

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#28

THE CORNELL UNIVERSITY.

The Woodford Prize Orations

AT LIBRARY HALL.

MONDAY, JUNE 23, 1873.

1. THE POWER OF WORDS;

HENRY DAVIS STEVENSON, *Barre, Vt.*

2. SYMBOLISM IN LANGUAGE AND IN POETRY;

FRANK NICHOLS HAGAR, *Plattsburgh.*

3. NATIONAL CONSTITUTIONS.—A GROWTH AND DEVELOPMENT;

SIMMON SMITH, *Ithaca.*

4. THE DREAM OF ONE AGE THE SCIENCE OF THE NEXT;

GEORGE HOWARD PHELPS, *Marblehead, Wis.*

5. NATIONAL CONSTITUTIONS.—A GROWTH AND DEVELOPMENT;

GEORGE CRANE MOREHOUSE, *Orange.*

6. AMERICAN TOADYISM;

JOHN FRANKENHOFER, *New York.*

EXERCISES TO BEGIN AT 8 P. M.

The doors will be closed during the delivery of each oration.

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#29

THE CORNELL UNIVERSITY.

THE

Woodford Prize Orations

AT LIBRARY HALL,

FRIDAY, MAY 15, 1874.

I.

ASSASSINATION AS A FACTOR IN POLITICAL HISTORY;

ROBERT HALL WILES, *Butler, Mo.*

II.

INVENTIVE GENIUS—ITS CHARACTERISTIC FEATURES,
STRUGGLES AND REWARDS;

LOUIS MILLS FULTON, *Hogansburg.*

III.

THE GRECIAN AND THE GOTHIC ARCHITECTURE AS
EXPONENTS OF THE RELIGIOUS SENTIMENT;

JAMES FRASER CLUCK, *Niagara Falls.*

IV.

LIBERTY AND OBEDIENCE AS IDEALS OF LIFE;

WILMOT MOSES SMITH, *Hauppauge.*

V.

THE REALISM OF THE PRESENT AGE;

HERMAN LE ROY FAIRCHILD, *Brooklyn, Pa.*

VI.

UTOPIAS;

HORACE MILTON KENNEDY, *Oneida Castle.*

EXERCISES TO BEGIN AT 8 P. M.

 The doors will be closed during the delivery of each oration.

6

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X-LD, 357

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#58

ANNUAL CIRCULAR,
OF THE
CORNELL UNIVERSITY,
ITHACA, N. Y.
1875-6.



50

X-LD, 1357

5

#31

REPRINT FROM THE REPORT OF THE
PROCEEDINGS
AT THE
UNVEILING OF THE TABLET
TO THE
MEMORY OF LOUIS AGASSIZ,

At Cornell University, June 17, 1885.

ADDRESS OF PROFESSOR BURT G. WILDER.

Mr. President :

Those whom it has been our privilege to hear this afternoon have shown you Louis Agassiz as a collaborator, as an investigator, and as a teacher. Permit me to corroborate what they have said, and to speak of him more as a man and a patriot, as a counsellor and friend.

Born a Swiss, and already in the prime of life when he reached this country in 1840, Agassiz became an enthusiastic American. Not only did he refuse tempting offers from the Old World, but he became a legal citizen of the United States at a time when some already such were fleeing from new and heavy responsibilities. In the dark days of 1861-62, Agassiz took out his naturalization papers, and bade God-speed to those of his students who entered the union army.

With a breadth of view which enabled him to plan what it will require years to execute, Agassiz had a remarkable facility in attending to details. In 1868, (while in Washington, co-operating with Professor Baird in persuading Congress to permit the withdrawal of alcohol from bond for scientific purposes without payment of tax), he wrote a letter respecting the work to be done at the museum during his unexpectedly prolonged absence. Ten persons were mentioned and for each was laid out work in continuity with what had been done already. After careful specifica-

7

X-WD1357
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#22



SIBLEY COLLEGE,
✓
CORNELL UNIVERSITY.

SCHOOLS OF MECHANICAL
ENGINEERING AND MECHANIC ARTS.

1885.

X-L.D1357

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CORNELL UNIVERSITY

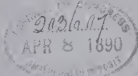
ANNOUNCEMENT

OF THE

SCHOOL OF PHARMACY

FOR THE YEAR

1887-88



PUBLISHED BY THE UNIVERSITY
ITHACA N. Y.
1887

26.7
STUDENTS
X-1D1357
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HAND-BOOK.

THE CORNELL UNIVERSITY,
ITHACA, N.Y.,
1888-9.

COMPLIMENTS OF THE
Christian Association of Cornell
University.

PRESS OF D. MASON & CO.,
42 WEST WATER STREET, SYRACUSE, N. Y.
1888.

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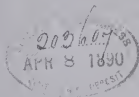
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OF THE

SCHOOL OF PHARMACY

FOR THE YEAR

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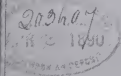
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OF THE

SCHOOL OF PHARMACY

FOR THE YEAR

1889-90



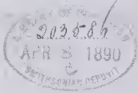
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1889

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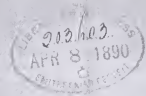
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CORNELL UNIVERSITY

COLLEGE OF

HISTORY AND POLITICAL SCIENCE

GRADUATE COURSE

X-LD1357
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SAGE COLLEGE FOR WOMEN,
CORNELL UNIVERSITY,
ITHACA, N. Y.

CORNELL UNIVERSITY is one of the National Colleges founded upon the land grant of 1862. The share of New York was 990,000 acres; and by act of the Legislature in 1865 the University was incorporated, and the income arising from the sale of this land was given to it for its maintenance. This grant has been generously supplemented by the liberality of Ezra Cornell, Henry W. Sage, John McGraw, Hiram Sibley, Goldwin Smith, Mrs. Jenny McGraw Fiske, and many others.

HIGHER EDUCATION OF WOMEN.

By an act of the trustees, passed in April, 1872, women are admitted to the University on the same terms as men, except that they must be seventeen years old. A separate building, the Sage College, has been erected and furnished for their residence. The entrance examinations, scholarships, fellowships, and all the studies except military science, are open to women as to men.

SAGE COLLEGE.

Sage College was built, furnished, and endowed by the Hon. Henry W. Sage, at a cost of over two hundred and fifty thousand dollars, and by him given to Cornell University as a place of residence for lady students. It has a frontage of one hundred and seventy-six feet, and a depth, with an interior court, of one hun-

Miscellaneous
printed matter

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CORNELL UNIVERSITY.



ANNOUNCEMENT OF COURSES

IN THE

COLLEGE OF AGRICULTURE,

1892-93.

[Special attention is called to the new Short Course
described on p. 16.]

ITHACA, N. Y.
PUBLISHED BY THE UNIVERSITY,
1892.

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CORNELL UNIVERSITY

COURSES OF INSTRUCTION
IN THE
PRESIDENT WHITE SCHOOL
OF
History and Political Science

1894-95

ITHACA, N. Y.
PUBLISHED BY THE UNIVERSITY
1894

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C CORNELL UNIVERSITY #41

COURSES OF INSTRUCTION
IN THE
PRESIDENT WHITE SCHOOL
OF
History and Political Science

1894-95

ITHACA, N. Y.
PUBLISHED BY THE UNIVERSITY
1894



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Cornell University

COURSES OF INSTRUCTION
IN THE
PRESIDENT WHITE SCHOOL
OF
HISTORY AND POLITICAL SCIENCE

1895-96

ITHACA, N. Y.
PUBLISHED BY THE UNIVERSITY
1895



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#43

* THE BULLETIN *



✻ The Cornell University ✻

CHRISTIAN ASSOCIATION.

APRIL, 1896.

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CORNELL UNIVERSITY.

1899 ENTRANCE REQUIREMENTS.

[For 1900 entrance to C.E. Arch., M.E. and E.E. see *University Register* for 1898-99.]

To the course leading to the degree of Bachelor of Arts: English, Physiology and Hygiene, History,* Plane Geometry, Elementary Algebra, and any of the three following groups: (A) Latin Composition, Caesar, Cicero, Vergil, Greek Composition, Xenophon, and Homer; (B) Latin Composition, Caesar, Cicero, Vergil, and either Advanced French or Advanced German; (C) Advanced French, Advanced German, Solid Geometry, Advanced Algebra, and Plane and Spherical Trigonometry.

An equivalent in Physics, Chemistry, Geology, Botany, or Zoology may be offered in place of Advanced Mathematics.

To the course leading to the degree of Doctor of Medicine: A medical student's certificate, issued by the Regents of the State of New York.

This certificate is granted by the Regents for 48 counts, as a result of Regents' examinations or on evidence of four years of satisfactory high school work or its equivalent. The credentials should be sent directly to the Regents' Office, Albany, N. Y., and application made for a medical student's certificate. This certificate should then be submitted to the Registrar for entrance to the medical course at the University.

[For admission to this course in New York City address the Secretary, 414 East 26th Street, New York City.]

To the course leading to the degree of Bachelor of Laws:

(a). By examinations in the subjects required for entrance to the course leading to the degree of Bachelor of Arts. See above.

The following applicants will be admitted to the College of Law without examination:

(b). Graduates of universities and colleges, or students who have met the entrance requirements and satisfactorily completed one year of study in any university or college of approved standing.

(c). Graduates of high schools and academies of approved standing in a course of study of not less than four years, or, if less than four years, including the examination subjects required for admission, or their substantial equivalents.

(d). Holders of an academic diploma, or any sixty count academic certificate, issued by the Regents of the State of New York.

*Two of the following: American, English, Grecian, Roman.

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The College of Law
Cornell University.

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CORNELL UNIVERSITY.

LIST OF

GRADUATE STUDENTS.

NOVEMBER, 1899.

PUBLISHED BY THE UNIVERSITY,
ITHACA, N. Y.,
1899.

The College of Agriculture of Cornell University is making a special effort to introduce Nature-Studies into the Schools of the State. Its fundamental object is to make agriculture and country life attractive. The movement is supported by a State grant (the Nixon fund).

In order to interest and instruct teachers in the objects and methods of Nature-Study, the following leaflets have now been issued :

1. How a squash plant gets out of the seed.
2. How a candle burns.
3. Four apple twigs.
4. A children's garden.
5. Some tent makers.
6. What is nature-study ?
7. Hints on making collections of insects.
8. The leaves and acorns of our common oaks.
9. The life-history of the toad.
10. The birds and I.
11. Life in an aquarium.
12. How the trees look in winter.

Others are in preparation.

Bulletin 159 gives a general sketch of Extension Work in Agriculture.

For further information respecting any of the work in Nature-Study, address

BUREAU OF NATURE-STUDY.

College of Agriculture, Ithaca, N. Y.

I. P. ROBERTS.

Director College of Agriculture.

L. H. BALLEW.

Chief Bureau of Nature-Study.

JOHN W. SPENCER.

Deputy Chief

ANNOUNCEMENT

OF A

SCHOOL OF

NATURE-STUDY.



THE COLLEGE OF AGRICULTURE OF THE CORNELL UNIVERSITY

*Offers a Course in Nature-Study to the Teachers
of New York State, in the Summer of
1899, beginning July 5th, and
continuing six weeks.*

TUITION FREE TO RESIDENTS OF THE STATE.

12

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Cornell University

ANNOUNCEMENT

OF

COURSES OF INSTRUCTION

FOR

Graduate and Undergraduate Students for the
Academic Year

1899-1900

With the Revised Courses of Study prescribed for Degrees.

If I could found an institution where
any person can find instruction in
any study.

Maxwell Cornell.

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#49

CORNELL UNIVERSITY
MEDICAL COLLEGE

ANNOUNCEMENT

OF

COURSES OF INSTRUCTION

DURING THE

SUMMER SESSION

BEGINNING MAY 20, 1901

ALSO

CIRCULAR OF INFORMATION

NEW YORK CITY
PUBLISHED BY THE UNIVERSITY
APRIL, 1901

X-LD 1357

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CORNELL UNIVERSITY.

Proceedings of the Board of Trustees.

ITHACA, N. Y., Oct. 24, 1903.

Present—Trustees Cornell, Alonzo B., Schurman, Skinner, Dawley, Barnes, Beshan, Blood, Cornell, Franklin C., Halliday, Hendrix, Howard, Ickelheimer, Kerr, Lord, Putnam, Sage, William H., Sackett, Treman, Robert H., Turner, Treman, Charles E., Taylor, Van Cleef, White, Williams, George R., Warner, Wagner, Williams, Roger, B., Shepard.

On motion Trustee Barnes was called to the chair.

Letters regretting their inability to be present were presented from Trustees Odell, Nixon, Woodford, Hiscock, Adam, Sage, Henry M.

Minutes of meeting June 17, 1903, were on motion approved as printed.

The minutes of the Executive Committee, as printed to date, were approved and the acts of the committee ratified and confirmed.

Action as follows :

1. *Resolved*, That the annual \$50,000 five-year appropriation from income, for the Arts Hall, be in part made up of the annual income from the Cornell Endowment Reserve Fund, and from the surplus rents of Sage College and Cottage, beginning with 1902-3 and that ordinary income of 1902-3 be relieved of any charge for said hall.

2. *Resolved*, That the action of this Board of Oct. 25, 1902, locating the Arts Hall be and the same is hereby rescinded.

3. *Resolved*, That the action of this Board of June 17, 1903, locating the Rockefeller Hall of Physics, be and the same is hereby rescinded.

4. *Resolved*, That the Arts Hall be located between the Dairy Building and President's Avenue, to the west of East Avenue, as recommended by the Executive Committee.

5. *Resolved*, That the Rockefeller Hall of Physics be located between East Avenue, Reservoir Avenue, and Garden Avenue, and not further south than the south line of Professor Hewett's lot, as recommended by the Executive Committee.

6. The following was presented and on motion adopted, and appropriations made as recommended :

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The University Records.

Series 4. No. 1.

CORNELL UNIVERSITY

ANNOUNCEMENT

OF

The Extension Work

(including the WINTER-COURSES)

OF THE

COLLEGE OF AGRICULTURE

1903-1904



ITHACA, NEW YORK.

PUBLISHED BY THE UNIVERSITY.

SEPTEMBER, 1903.

BI-MONTHLY.

(Entered at the Post Office at Ithaca, N. Y., as second-class matter.)

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Circular of Information.

CORNELL UNIVERSITY.

I. 1903† ENTRANCE REQUIREMENTS.

A.B. *To the course leading to the degree of Bachelor of Arts:* English, History,* Plane Geometry, Elementary Algebra, and any one of the three following groups, A, B, or C:

(A) Latin Grammar, Latin Composition, Caesar, Cicero, Virgil, Greek Grammar, Greek Composition, Xenophon, and Homer.

(B) Latin Grammar, Latin Composition, Caesar, Cicero, Virgil, and either Advanced French or Advanced German.
(C) Advanced French, Advanced German, Solid Geometry, Advanced Algebra, and Plane and Spherical Trigonometry.

An equivalent in Physics, Chemistry, Geology, Botany, or Zoology may be offered in place of advanced Mathematics for entrance to Arts.

M.D. *To the course leading to the degree of Doctor of Medicine:* A Cornell medical student's certificate, issued by the Regents of the State of New York, and based upon 48 counts including first year English, second year English, American History and Civil Government, Plane Geometry, Elementary Algebra, first year Latin, and second year Latin. (Instead of second year Latin, the candidate may offer any one of the following: Caesar, Nepos, first year Spanish, first year German, or first year French.)

A medical student's certificate is granted by the Regents for 48 counts, as a result of Regents' examination or on evidence of four years of satisfactory high school work or its equivalent. The medical student's certificate offered for entrance to Cornell University must bear upon its face the above required subjects or the candidate must pass corresponding entrance examinations in those required subjects which are not covered by the certificate. The credentials should be sent directly to the Regents' Office, Albany, N. Y., and application made for a medical student's certificate. This certificate should then be submitted to the Registrar for entrance to the medical course at Ithaca.

[For admission to this course in New York City, address the Secretary, First Avenue, 27th to 28th Streets, New York City.]

LL.B. *To the course leading to the degree of Bachelor of Laws:* (a). By examinations in the subjects required for entrance to the course leading to the degree of Bachelor of Arts. See above.

The following applicants will be admitted to the College of Law *without examination*:

(b). Graduates of universities and colleges, or students who have met the entrance requirements and satisfactorily completed one year of study in any university or college of approved standing.

(c). Graduates of high schools and academies of approved standing in a course of study of not less than four years, or if less than four years, including the examination subjects required for admission, or their substantial equivalent. A certificate blank must be obtained and the recommendation of the principal secured.

† Holders of an academic diploma, or any sixty count academic certificate, issued by the Regents of the State of New York.

To the course leading to the degree of Bachelor of the Science of Agriculture: The requirements are the same as for entrance to the course leading to the degree of Bachelor of Arts. See above.

An equivalent of any one of the three groups, A, B, and C, may be offered, provided five counts are offered. Latin counts 3, Greek, Advanced French, and Advanced German, 2 each. Advanced Mathematics (Solid Geometry, Advanced Algebra, Plane and Spherical Trigonometry), Physics, Chemistry, Botany, Geology, and Zoology, 1 each.

To the course leading to the degree of Forest Engineer: English, History,* Plane Geometry, Elementary F.E. Algebra, Advanced French, Advanced German, Solid Geometry, Advanced Algebra, and Plane and Spherical Trigonometry.

The full amount of Latin as given for entrance to Arts or entrance Advanced Spanish may be offered in place of Advanced French.

To the course leading to the degree of Doctor of Veterinary Medicine: Address the Director of the State Veterinary College, Ithaca, N. Y.

To the courses leading to the degree of Bachelor of Architecture, and to the degrees of Civil Engineer and of Mechanical Engineer, including Electrical Engineering, C.E. ing, Marine Construction, and Railway Mechanical M.E. English, History,* Plane Geometry, Elementary Algebra, Solid Geometry, Advanced Algebra, Plane and Spherical Trigonometry, and either Advanced French or Advanced German.

If you are not a graduate of an academy or high school, or are not entitled to a diploma or sixty count academic certificate issued by the Regents of the University of the State of New York, your entrance requirements will consist of the subjects enumerated above, and in addition thereto you must offer an equivalent of three years in a single subject if entering in engineering or architecture. For the exact amount in any of the above subjects, see the University Register, which will be sent on application to the Registrar.

*One of the following: (1) American (including Civil Government), (2) English, (3) Ancient (to 814 A.D.), (4) Medieval and Modern European (from 814 A.D.).

†In and after September, 1904 both Advanced French and Advanced German will be required for entrance to Mechanical Engineering, (including Electrical Engineering, Marine Construction, and Railway Mechanical Engineering), but an equivalent substitute in Spanish, Latin, Greek, Physics, Chemistry, Geology, Botany, Zoology, and Drawing may be offered in place of either Advanced French or Advanced German.

II. ADMISSION ON REGENTS' CREDENTIALS.

Diplomas and sixty count academic certificates issued by the Regents of the University of the State of New York are accepted in place of examinations in all the subjects required for entrance which are covered by such

credentials, including upon the recommendation of the University departments concerned, the subjects of French, German, Spanish, Physics, Chemistry, Botany, Geology, and Zoology. A statement from the teacher giving in

20
THE UNIVERSITY RECORDS

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SERIES 4, No. 6 \$5

PROSPECTUS OF
THE COLLEGE OF AGRICULTURE
OF
CORNELL UNIVERSITY

1904—1905



ITHACA, NEW YORK
PUBLISHED BY THE UNIVERSITY
JULY, 1904
BI-MONTHLY

ENTERED AT THE POST OFFICE AT ITHACA, N. Y., AS SECOND CLASS MAIL MATTER.

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CORNELL UNIVERSITY

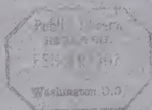
DEDICATION

OF

Goldwin Smith Hall

ITHACA, NEW YORK

Miscellaneous Collection



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OFFICIAL PUBLICATIONS
OF CORNELL UNIVERSITY

VOLUME II

NUMBER 19

COLLEGE OF ARTS AND SCIENCES

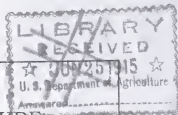
ANNOUNCEMENT OF THE
DEPARTMENT OF CHEMISTRY

For circulation collection

DECEMBER 15, 1911
PUBLISHED BY CORNELL UNIVERSITY
ITHACA, NEW YORK

NEW YORK STATE
COLLEGE OF AGRICULTURE

CORNELL UNIVERSITY
ITHACA, NEW YORK



School for Leadership in Country Life



THE COLLEGE OF AGRICULTURE

Announcement of the Fourth Session

JUNE 23 - JULY 3
1914

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OFFICIAL PUBLICATIONS OF CORNELL UNIVERSITY

VOLUME V

NUMBER 6

ANNOUNCEMENT OF COURSES
FOR THE TRAINING OF
TEACHERS AND SUPERVISORS OF MUSIC
IN THE
TWENTY-THIRD SUMMER SESSION
JULY. 4 TO AUGUST 14, 1914

MARCH 1, 1914
PUBLISHED BY CORNELL UNIVERSITY
ITHACA, NEW YORK

1914

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HAIL TO THEE,
MY ALMA MATER!...



Microfilm
printed matter

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#17

THE
CORNELL UNIVERSITY
ALUMNI FUND

LIST of CONTRIBUTORS FOR THE
FISCAL YEAR ENDING
JUNE 30, 1924



Supplement to the December, 1924 issue of the Cornellian Council Bulletin, Published by Cornell University, Ithaca, N. Y.

This list includes the names of all Cornellians and other friends of Cornell, who made contributions to the Cornell University Alumni Fund through the Cornellian Council during the fiscal year ending June 30, 1924. A list of new subscriptions to the Alumni Fund, received from July 1, 1924, to January 1, 1925, will be published in the January, 1925, Bulletin. Lists of new subscriptions will be published monthly thereafter.

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NOVEMBER 18, 1925

Cornell University H62
Programs, etc

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CORNELL UNIVERSITY
ALUMNI FUND

LIST of CONTRIBUTORS FOR THE
FISCAL YEAR ENDING
JUNE 30, 1925



*Supplement to the November, 1925, issue of
the Cornellian Council Bulletin, published
by Cornell University, Ithaca, N. Y.*

This list includes the names of all Cornellians and other friends of Cornell who made contributions to the Cornell University Alumni Fund through the Cornellian Council during the fiscal year ending June 30, 1925. It also includes the names of the citizens of Ithaca and others who made contributions to the Cornell University Maintenance Fund through the Cornellian Council. Lists of new and increased subscriptions to the Alumni Fund will be published monthly throughout the year in the Cornellian Council Bulletin.

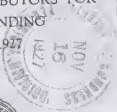
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CORNELL'S ALUMNI FUND

A LIST OF CONTRIBUTORS FOR
THE YEAR ENDING
JUNE 30, 1927



THIS list contains the names of all contributors to the Alumni Fund through the Cornellian Council for the year ending June 30, 1927. It does not include the names of the Alumni and friends of Cornell who contributed to the Cornell War Memorial Fund. These names will be published at a later date.

Supplement to the October, 1927, issue of
the Cornellian Council Bulletin,
published by
✓ Cornell University, Ithaca, N. Y.

Miscellaneous
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CORNELL UNIVERSITY OFFICIAL PUBLICATION

Volume XIX

Number 11

Announcement of the
Summer School of Biology
1928

June 30—August 10

Ithaca, New York
Published by the University
February 15, 1928

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OF
Students
1948-1949

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JULY 1, 1951

General Information

Announcement for 1952-53 Sessions

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JULY 1, 1952

General Information

Announcement for 1953-54 Sessions

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CORNELL UNIVERSITY
OFFICIAL PUBLICATION

JULY 1, 1953

General
Information

ANNOUNCEMENT
FOR 1954-55 SESSIONS



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FOR 1955-56 SESSIONS



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General Information

1957-1958

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Cornell University.

ENTRANCE EXAMINATIONS.

GRAMMAR.

1. Which letters of the English Alphabet are mutes?
2. What is the penult of a word?
3. What is the root? Suffix? Prefix?
4. What is a collective noun? An abstract noun?
5. Specify to which class the nouns in the following sentence belong:—John was king of England when the Magna Charta, that great charter of right, was given.